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ABSTRACT

Curriculum guides to levels I and II of the Canadian National Manpower Model, which elaborate on content originally presented in 1971, are provided for personnel training programs in the field of mental retardation and related handicapping areas. The guides are said to be based on a philosophy that demands society's acceptance of retarded and handicapped persons, and are designed to prepare personnel through preservice or inservice education to serve handicapped persons during and after integration into society. It is expected that a national, voluntary registration scheme for programs meeting minimum standards will be established which will enable certified graduates to move from province to province. Included in Level I are nine curriculum units which address the normalization principle in services to the handicapped; identification, causation, and prevention of mental retardation; learning and development; behavioral management; observational techniques and report writing; human relations; planning for daily and social life; applied activities in recreation/leisure; and health maintenance and basic pharmacology. Eight curriculum units in Level II treat applications of the normalization principle, specialization areas (child development, residential, vocational, and community support services), learning and development, independent living skills, effective communication, teaching strategies, social psychology, and programing and behavioral management. Each unit usually contains components dealing with competencies, academic content, practical content, resources, and films. Included are a glossary, and addresses of national and provincial associations for the mentally retarded. (For related information see EC 032 373). (MC)

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CURRICULUM GUIDES

for level I and level II

NATIONAL MANPOWER MODEL
NATIONAL INSTITUTE ON MENTAL RETARDATION

Kinsmen NIMR Building, York University Campus 4700 Keele Street, Downsview, (Toronto) Ontario, Canada

EC052521

Sponsored by the Canadian Association for the Mentally Retarded

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FOREWORD

These Curriculum Guides to Level I and Level II of the National Manpower Model are intended primarily as resources for personnel training programs in the mental retardation and related developmental handicap fields. As such they elaborate and expand on curriculum content originally outlined in A National Mental Retardation Manpower Model (1971) and further developed in the current version of Standards for Personnel Training; they should be seen then as companions to these two basic documents of the National Manpower Project.

These Curriculum Guides are based heavily on tentative curriculum produced at an earlier date by Mr. Fintan Kavanagh and Dr. Thomas Linton. The new updated guides, incorporating modifications and adjustments suggested to us over a period of two years, replace the earlier curriculum material (Diploma Levels I and II) which served the useful purpose of generating discussion and eliciting reaction. In many instances the tentative curriculum was used as a working paper by study groups and curriculum committees to generate or modify their own curriculum. In accordance with our mandate in this project we have tried to build a curriculum which is addressed to the direct service needs of handicapped people in both residential and community settings and which has application in all provinces of Canada. Mr. Kavanagh, who was responsible for this revision, has consulted extensively with governmental and voluntary agencies across Canada regarding its content.

The curriculum for personnel preparation is probably the most important single factor contributing to efficient and progressive services. It is the vehicle for developing in the worker those sensitivities, attitudes and skills without which all other planning becomes ineffectual. The National Institute therefore places a major emphasis on curriculum for personnel preparation and will continue to place priority in this area in the future.

G. Allan Roeher
Director
National Institute on
Mental Retardation

Toronto
June, 1973

INTRODUCTION

Changing Trends

The curriculum outlined here for Levels I and II is inspired by and based on an ideology which demands a dignified acceptance by society of retarded and handicapped persons. For too long the handicapped have been deprived of rights which others in society take for granted. They have been wrongfully labeled 'eternal children' and treated as such; they have been relegated to menial and often soul-destroying employment; they have been objects of patronage and pity; they have been misunderstood and misrepresented, sometimes by well-intentioned people. In this regard their lot traditionally and historically resembles the lot of those whose cultural heritage is different. The mentally retarded could indeed respond with the same words as Chief Dan George, when asked why Canadian Indians do not come more completely into Canadian society instead of remaining in segregated communities: "Do you know what it is like to feel you are of no value to society--to know that people come to help you, but not to work with you, because they believe you have nothing to offer? You hold out your hand and beckon me to come and integrate. How can I come with any dignity? I shall not come as an object of your pity. I shall come in dignity, or I shall not come at all."[1]

The handicapped must be served with the same dignity which is accorded all other persons in society. In line with the principle of normalization, the handicapped person's way of life must approximate as closely as possible that of the non-handicapped.

At present disproportionate numbers of the mentally retarded are housed in large institutions across Canada. In almost every instance plans are underway to either phase down

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[1]Newsletter of the Saskatchewan Association for the Mentally Retarded. Vol. IV, No. 1, March, 1973.

or phase out these institutions and replace them with other forms of service which permit greater contact with and greater participation in the everyday world of people. Consequently, insofar as services are concerned we may view ourselves as being in a transition period, in which there is an increasing emphasis on maintaining handicapped persons in their own communities. There is a corresponding trend away from institutionalizing handicapped persons in the first place; alternate provisions are being made or will be made for their support either at home or in small community-based residences.

All these factors have important implications for the preparation of personnel.

(1) Over a period of years a decreasing number of institutional staff will be required.

(2) Over the same period an increasing number of human service workers oriented to serving the handicapped in the community will be required.

(3) Some institutional staff will require retraining and re-orientation for community services when former institutional services are re-constituted as community services.

(4) An ideology in line with the principle of normalization must be cultivated in all who serve the handicapped. This includes cultivating attitudes which encourage and support integration of the handicapped into the mainstream of society.

A Modulated Approach

This curriculum has been produced in modulated format, making it adaptable to both pre-service and in-service training. Each module is an independent and indivisable unit of study--academic and practical content cannot be meaningfully divorced and in fact the relationship between the two should be clearly and consistently interpreted to the student through 'integrative seminars', group discussions, or other planned vehicles of communication.

There is minimal overlap between modules or units; topical areas covered in Level I which are covered again in Level II are done so consciously, with different emphases, and at varying levels of sophistication. (The Curriculum Guide for Level I is also considered appropriate for Level II, Year 1. The Curriculum Guide for Level II is thus designed for Level II, Year II).

Methods of evaluation of academic and practical competence in each module are left to the individual training facility/program/instructor.

Many of the suggested practical experiences for different modules can occur simultaneously and/or in the same service settings. For example, a student might participate in a behaviour modification program within a residential setting for young adults, at the same time studying the normalizing and non-normalizing qualities of the environment. He thereby gains experiences referred to in several modules of Level II. Integrative seminars assist the student to learn from and assess the value of all such learning experiences during field placements.

Resources

A limited number of readings, texts, and films are listed in connection with each curriculum unit. The reader is reminded that other relevant resource materials including books, monographs, pamphlets and reprints are available from the National Institute on request; it is strongly recommended that course instructors and administrators obtain up-to-date catalogues annually. A quarterly journal dealing with developments in mental retardation in Canada (deficience mentale/ mental retardation) is also available from the Institute.

Students and instructors should contact their provincial association for the mentally retarded for materials and information on local Associations, services, and programs (see Appendix A).

A National Registration Scheme

The National Manpower Project is anticipating the establishment of a national, voluntary registration scheme for programs which meet minimum standards outlined in Standards for personnel training. The registration will initially include programs which prepare workers for direct service (Levels I and II); the more advanced levels of preparation (Levels III and IV) may be developed and given recognition later. In line with this sequencing of activities, these guides may assist instructors, supervisors, and administrators who wish to have their programs registered as meeting Level I or Level II requirements. It is hoped that those responsible for programs will follow the spirit of the curriculum, supplementing it where necessary rather than adhering to it in detail.

The registration of personnel training programs in mental retardation and related developmental handicap areas is seen as a first step towards ensuring minimum standards of performance in the delivery of services. Minimum standards represent a baseline performance level which should carry over from training to employment. It is intended that graduates of registered training programs would generally exceed the minimum standard of performance; in every case they would at least meet that standard; and in no case would they fall below it.

Minimum standards and the curriculum attached to them are first steps towards gaining portability of credentials within a province and from province to province. The essence of portability is widespread recognition based, of course, on program quality.

Vertical and lateral mobility within and across the handicap and rehabilitation fields are yet other advantages deriving from widely recognized or nationally recognized credentials.

Career Development Opportunities

From the point of view of career development the successive levels of training provide a unique means for progressing to a higher level of competence according to a recognized plan.

The Career Development and Employment Service (CDES) at the National Institute on Mental Retardation will assist graduates of registered Level I and II programs to find suitable employment.

Clarification of Terminology

Academic content	refers to *suggested* areas of instruction most likely to be covered in didactic situations, through lectures, readings, etc., and directed toward the acquisition of specific competencies.
Child development services	refer to generic and special services and include kindergartens, preschools, day care centres, schools, etc.
Community support services	refer to generic and special services and include voluntary associations, social and welfare agencies, family resources such as parental counselling services, citizen advocacy programs as well as child development, residential, and vocational services.
Competency	refers to demonstrable ability in a specific area. *Cognitive and affective competencies are recognized herein to be equal in importance to the acquisition of practical skills.*
Generic services	refer to those services appropriate for both handicapped and non-handicapped persons.
Integration	refers both to desegregation and to the free and equal association of handicapped and non-handicapped persons in all settings in our society. (The term may also refer to the desegregation of services, the maximum utilization of generic services and the location of such special services as are required into physical and social proximity with other community services).
Module	refers to a distinct curriculum unit directed toward the achievement of specific competencies. A module includes theoretical and applied training and can be modified or replaced as new knowledge or improved techniques become available.
Normalization	involves making available to the handicapped patterns and conditions of everyday life which are as close as possible to those of the mainstream of society.

Practical content	refers to *suggested* practical experiences most likely to be obtained in field placements, practical demonstrations, etc., and directed toward the acquisition of specific competencies.
Precision teaching	refers to a specialized adaptation of operant conditioning techniques based on the premise that all behaviour is measurable. A visible record of behaviour provides instant feedback and stimulates behavioural change.
Residential services	refer to generic and special services and include institutions, half-way houses, hostels, community residences, boarding homes, residential treatment centres, nursing homes, homes for the aged, etc.
Resources	refer to a *sample* of available reading materials and films considered appropriate for the suggested academic and practical content of a given module.
Special services	refer to those services designed in some way to meet the particular needs of handicapped persons.
Specialization area	refers to one of the following areas: child development, residential, vocational, community support services.
Task analysis	refers to the process of breaking behavioural goals or tasks into behavioural sequences having simpler components.
Task simplification	see task analysis
Unit	see module
Vocational services	refer to generic and special services and include sheltered workshops, work stations in business and industry, placement centres, regular business and industry, etc.
Work station	refers to "segregated" work space within regular business or industry which can serve as a training ground for handicapped workers who may then move independently into the midst of non-handicapped workers.

CURRICULUM GUIDE FOR LEVEL I

"....mentally retarded persons must be encouraged and allowed to make their own decisions and determine their own needs, as far as this is possible."

Welch, R. Community living for the mentally retarded in Ontario: A new policy focus. Toronto: Government of Ontario, March 1973. P.9.

LEVEL I CURRICULUM UNITS

1. The Principle of Normalization in Services to the Handicapped

2. Mental Retardation: Identification, Causation, Prevention

3. Learning and Development

4. Behaviour Management

5. Observational Techniques and Report Writing

6. Human Relations

7. Planning Daily and Social Life

8. Applied Activities in Recreation and Leisure

9. Health Maintenance and Basic Pharmacology

UNIT 1

THE PRINCIPLE OF NORMALIZATION
IN SERVICES TO THE HANDICAPPED

1: Competencies

* Understand the philosophy of normalization and take positive steps to bring handicapped individuals as close as possible to the activities and expectations of typical everyday life.

* Appreciate common supportive and rehabilitative aims of various services to the handicapped.

1: Academic Content

- historical role perceptions of the mentally retarded and other handicapped groups

- historical approaches to services for the handicapped

- origin and development of the normalization concept--philosophical, social, geographical

- integration as a major corollary of normalization

- relevance of the principle of normalization to programs in different service areas: preschool, residential, vocational

- environmental implications of normalization

- the ideal range of services for the handicapped (from infancy to old age and for all degrees of handicap)

- the actual range of services in the local community

1: Practical Content

* Students in Level I should visit and report on a representative sample of local services, paying particular attention to normalizing and non-normalizing features of the environment (e.g. the physical environment, the nature of programs, staff attitudes and expectations).

1: Resources

Campaign for the Mentally Handicapped. Integration or segregation: A discussion paper. London; Author, 1972.

Campaign for the Mentally Handicapped. Normalization: A discussion paper. London: Author, 1973.

Kanner, L. History of the care and study of the mentally retarded. Springfield, Ill.: Charles C. Thomas, 1964.

Nirje, B. Towards independence. In deficience mentale/ mental retardation. 1971, 21(2), 2-7.

Shearer, A. Our life: A conference report. London: Campaign for the Mentally Handicapped, 1972.

Wolfensberger, W. The origin and nature of our institutional models. In Kugel, R. B., & Wolfensberger, W. (Eds.) Changing patterns in residential services for the mentally retarded. Washington: President's Committee on Mental Retardation, 1969.

Wolfensberger, W. The principle of normalization in human services. Toronto: National Institute on Mental Retardation, 1972. (Especially pp 1-54).

Films

DANNY AND NICKY. (56 min. 16 mm. Colour. Sound). A 1969 National Film Board production on mental retardation compares the lives of two boys with Down's Syndrome--one lives at home, the other in a large institution.

UNIT 2

MENTAL RETARDATION:
IDENTIFICATION, CAUSATION, PREVENTION

2: Competencies

* Identify mental and physical handicaps.

* Understand common causes of handicaps.

* Appreciate physical, social and intellectual limitations imposed by various handicaps.

* Understand preventive measures and technology (e.g. genetic counselling, medical tests).

* Apply basic interventive measures under supervision (e.g. special diets, prescribed recreational exercises, etc.).

2: Academic Content

- degrees and kinds of mental retardation and related developmental handicaps

- classification systems (e.g. AAMD, International)

- general prevalence of mental retardation and associated impairments

- causative factors

- cultural variations

- parental reactions

- prevention of retardation (i.e. medical, early intervention, public education, etc.)

2: Practical Content

* Observe and assist in diagnostic clinic, assessment centre, admissions department of residential facility for the handicapped.

* Accompany social worker, public health nurse, or other community worker on field visits and/or in a clinic or agency to gain familiarity with initial contacts, case finding, etc.

* Observe and assist in special early intervention programs with remedial focus (e.g. programs for the disadvantaged preschooler, 'headstart', extra stimulation and developmental programs for the handicapped).

2: Resources

Flanagan, P. J. An orientation to mental retardation: A programmed text. Springfield, Ill.: Charles C. Thomas, 1970.

Hunter, H. H., Schueman, H., & Friedlander, G. The retarded child from birth to five: A multidisciplinary program for the child and family. New York: John Day, 1972.

Jordan, T. E. The mentally retarded. (3rd ed.) Columbus, Ohio: Charles E. Merrill, 1972.

Kirman, B. The mentally handicapped child. London: Thomas Nelson, 1972.

Philips, I. (Ed.) Prevention and treatment of mental retardation. New York: Basic Books, 1966.

Rothstein, J. H. (Ed.) Mental retardation: Readings and resources. (2nd ed.) New York: Holt, Rinehart, Winston, 1971.

Smith, R. M. An introduction to mental retardation. New York: McGraw-Hill, 1971.

Films

MENTAL RETARDATION--PART I. (56 min. 16 mm. Colour. Sound). The first of a two part film on mental retardation. This reel examines the characteristics of various types of retardation as well as some of the research that is being carried on at this time.

MENTAL RETARDATION--PART II. (30 min. 16 mm. Colour. Sound). This reel, the second in the aforementioned series, examines various services for the retarded: clerical services; community services such as day care centres, homebound teachers, special classes and preschool programs; residential schools; special education, job training and workshops, and ranch and farm work.

THE PUBLIC HEALTH NURSE AND THE RETARDED CHILD. (30 min. 16 mm. Colour. Sound). Depicts the kind of help a public health nurse can give to parents of retarded children; documents a typical case of detecting the condition and educating the parents to cope with training their child.

REPORT ON DOWN'S SYNDROME. (17 min. 16 mm. Colour. Sound). Outlines general characteristics and treatment methods as well as recent findings in the area of genetics. Compares development of two children with Down's Syndrome.

THE CASE AGAINST RUBELLA. (50 min. 16 mm. Colour. Sound). Produced to promote immunization against German measles.

UNIT 3

LEARNING AND DEVELOPMENT

3: Competencies

* Develop awareness of normal and abnormal patterns of learning and development in infancy and early childhood, school years, adolescence, adulthood, and old age.

3: Academic Content

- typical and atypical patterns of growth and development: physical, intellectual, social, emotional
- prenatal development
- the birth process
- effects of stimulation in infancy
- concrete and symbolic learning
- motor development
- the growth of intelligence relative to environment
- the effects of environmental deprivation (e.g. institutionalization, poverty, etc.)
- developmental tasks from infancy through old age
- environmental factors in relation to sexual development
- environmental factors in relation to moral and religious development
- the significance of occupation or work in human development
- retirement and old age

3: Practical Content

* Observe and assist in regular nursery school and/or elementary school.
* Observe and assist in special, opportunity, or auxiliary programs within the public school system.
* Observe and assist in special residential or day

treatment centres for emotionally disturbed, blind, deaf, physically handicapped, mentally retarded, etc.

* Observe and assist in occupational training centres for the handicapped.

* Observe and participate in residential facilities for the aged.

3: Resources

Barangay, B. The mentally handicapped adolescent. Oxford: Pergamon Press, 1971.

Bowley, A. H., & Gardner, L. G. The handicapped child: Educational and psychological guidance for the organically handicapped. (3rd. ed.) Edinburgh: Churchill Livingstone, 1972.

Egg, M. Educating the child who is different. New York: John Day, 1968.

Illingsworth, R. S. The development of the infant and the young child, normal and abnormal. (5th ed.) Edinburgh: Churchill Livingstone, 1972.

Katz, E. The retarded adult in the community. Springfield, Ill.: Charles C. Thomas, 1968.

Robinson, H. B., & Robinson, N. M. The mentally retarded child: A psychological approach. New York: McGraw-Hill, 1965.

Films

CARE OF THE YOUNG RETARDED CHILD. (17 min. 16 mm. Colour. Sound). The feeding situation is used to illustrate and compare development of retarded and normal infants and children.

A DREAM TO GROW ON. (27 min. 16 mm. Colour. Sound). The first Special Olympics for retarded children held in Chicago in 1968.

UNIT 4

BEHAVIOUR MANAGEMENT

4: Competencies

* Serve as a behavioural model for handicapped individuals.

* Using learning and training aids where applicable, encourage handicapped individuals to participate in activities of daily living and to develop self-help skills.

* Assist in behaviour modification and precision teaching programs under supervision.

4: Academic Content

- principles of learning
- reinforcement theory
- schedules of reinforcement
- shaping
- chaining
- fading
- stimulus control
- extinction
- anxiety and performance
- application of theory to self-help skills (e.g. toilet training, grooming, play, and social behaviours)
- introduction to precision-teaching
- imitation and modeling
- implications of modeling theory for integration of handicapped persons into the mainstream of society
- role of human expectations in behavioural change

4: Practical Content

* Observe and participate in established behaviour modification programs.

4: Resources

Basic text on principles of behaviour modification to be recommended by instructor.

Ayllon, T., & Azrein, N. The token economy. New York: Appleton-Century-Crofts, 1968.

Becker, W. Parents are teachers. Champaigne, Ill.: Research Press, 1971.

Deibert, A. N., & Harman, A. J. New tools for changing behaviour. Champaigne, Ill.: Research Press, 1970.

Edlund, C. V. How human behaviour is learned. Seattle: Special Child Publications, 1972.

Films

TEACHING THE MENTALLY RETARDED: A POSITIVE APPROACH. (15 min. 16 mm. Black and White. Sound). Illustrates the use of operant conditioning in the education of severely retarded children.

WHO DID WHAT TO WHOM? (16 min. 16 mm. Colour. Sound). This film is accompanied by a discussion guide and is made in short sequences which are to be shown one at a time and followed by discussion. Four principles of reinforcement are illustrated in a variety of everyday situations.

UNIT 5

OBSERVATIONAL TECHNIQUES AND REPORT WRITING

5: Competencies

* Communicate effectively both orally and in writing.
* Observe and record individual development and progress.
* Summarize events, abstract records and literature, condense behaviour sequences in meaningful format.

5: Academic Content

- unstructured and structured observations
- observations in naturalistic and contrived situations
- the uses of observation for programming
- the uses of observation in research
- report writing
- anecdotal records
- cumulative records
- purposes and uses of forms, questionnaires, inventories, charts, scales, tests, etc.
- ethics and confidentiality

5: Practical Content

* Given specific informational goals, construct and administer a simple questionnaire.
* Summarize or abstract case histories, relevant literature in handicap/habilitation fields, etc.
* Test observational and recording skills in demonstration sessions with other students.
* Complete observational categories in structured settings (e.g. school).

5: Resources

Basic text on techniques of assessment to be recommended by instructor.

Grossman, H. J. (Ed.) Manual on terminology and classification in mental retardation. Washington: American Association on Mental Deficiency, 1973.

Gunzberg, H. C. Social competence and mental handicap. London: Balliere, Tindall, & Cassell, 1968.

UNIT 6

HUMAN RELATIONS

6: Competencies

* Understand human dynamics.

* Relate to developmentally handicapped individuals with empathy and sensitivity.

* Function as a team member, forming effective relationships with handicapped individuals, parents, and co-workers.

6: Academic Content

- groups in society

- basic patterns of interpersonal relationship

- effects of the group on motivation

- styles of leadership and group performance

- developing/maintaining typical human relationships

- importance of individualizing activities

- the retarded individual as a group member: of the family, of the community, of a club, etc.

- nature of the helping relationship

- the use of a group approach in the rehabilitation of handicapped persons

- the principle of advocacy (individual, group, legal)

- the role of the volunteer

6: Practical Content

* Engage in 'role playing' using the model roles of counsellor, teacher, friend-advocate, parent, employer, etc.

* Observe and record specific behaviours/interactions of workers in the field, and speculate on their implications for human management.

* Visit and report on activities of a local voluntary association for the handicapped.

* Participate in informal group activities with handicapped people.

6: Resources

Basic text on interpersonal behaviour to be recommended by instructor.

Edgerton, R. The cloak of competence. Berkeley: University of California Press, 1967. (Paperback ed. 1971).

Grossman, F. K. Brothers and sisters of retarded children. Syracuse, N. Y.: Syracuse University Press, 1972.

Kock, R. & Dobson, J. C. (Eds.) The mentally retarded child and his family. New York: Brunner/Mazel, 1971.

Mattinson, J. Marriage and mental handicap. London: Duckworth, 1970.

Wolfensberger, W., & Kurtz, R. A. (Eds.) Management of the family of the mentally retarded. U.S.A.: Follett Educational Corporation, 1969.

Films

IF YOU'RE NOT THERE YOU'RE MISSED. (30 min. 16 mm. Black and White. Sound). Dr. Jean Vanier's adult hostels and sheltered workshops in France depict handicapped and non-handicapped people living and working together.

UNIT 7

PLANNING DAILY AND SOCIAL LIFE

7: Competencies

* Assist in planning age and sex appropriate activities for/with mentally retarded people.
* Assist in the development of programs based on individual needs.
* Assist handicapped individuals to organize leisure time.

7: Academic Content

- a comparison of environments (e.g. home, residence, school)
- size and location of facility as a factor in planning
- implications of planning for normalization and integration
- support for parents/home strengthening
- incorporating learning tasks into daily routines
- planning for vacations, home visits
- developing programs based on individual needs

7: Practical Content

* Observe and assist in a number of residential settings for the mentally retarded.
* Accompany social worker or community worker on home visits to plan daily program for handicapped family member.
* Project: Together with a handicapped person, outline a program of developmental and social activities that he/she might engage in over a period of one week.

7: Resources

Bensberg, G. Teaching the mentally retarded. Atlanta: Southern Regional Education Board, 1965.

Egg, M. When a child is different. New York: John Day, 1964.

Egg, M. The different child grows up. New York: John Day, 1969.

Katz, E. The retarded adult at home. Seattle: Special Child Publications, 1970.

Kirk, S. A., Karnes, M. B., & Kirk, W. D. You and your retarded child. (2nd ed.) Palo Alto, California: Pacific Books, 1968.

Oswin, M. The empty hours. London: Penguin Press, 1971.

UNIT 8

APPLIED ACTIVITIES IN RECREATION AND LEISURE

8: Competencies

* Assist qualified recreational personnel in recreational programs.

* Be familiar with/contact local community agencies involved in recreation.

* Exploit recreational activities as developmental aids.

* Demonstrate familiarity/enthusiasm/skill in several applied areas of recreation (e.g. various team sports, individual sports, crafts, hobbies).

8: Academic Content

- availability and use of media for the handicapped (printed, visual, audio, TV, film, etc.)

- mode and frequency of travel as a normalizing factor in the lives of handicapped persons

- significance of integrated recreation in normalizing the life styles of handicapped people

- recreation as an aid in physical and social growth and development

- the development of self-concept through recreational achievement

- recreational pursuits with the handicapped: the integrated summer camp, team sports, individual sports, trips, etc.

- community participation by the handicapped: festivals, exhibitions, libraries, etc.

- developing individual interests and assisting individuals in management of their leisure time: music, painting, woodwork, sewing, cosmetics, fashions, photography, chess, collecting, etc.

- volunteer involvement

8: Practical Content

* Project: Investigate and list local opportunities for (a) group and (b) individual recreation (e.g. YMCA, libraries, Scouts, Guides, church groups, team sports, clubs, etc). Visit some of these with a retarded person or persons.

* Observe and assist in organized group recreational activities.

* Assist in planning and participate in unplanned leisure time activities with a handicapped person or persons.

8: Resources

Adams, R. C., Daniel, A. N., & Rullman, L. Games, sports, and exercises for the physically handicapped. Philadelphia: Lee and Febiger, 1972.

Bauer, J. S. Riding for rehabilitation: A guide for handicapped riders and their instructors. Toronto: Canadian Stage and Arts Publications, 1972.

Canner, N., & Klebanoff, H. ...and a time to dance. Boston: Beacon Press, 1968.

Gordon, A. K. Games for growth: Educational games in the classroom. Palo Alto, California: Science Research Associates, 1970. (Especially pp 1-47).

Hackett, L. C. Movement, exploration and games for the mentally retarded. Palo Alto, California: Peek Publications, 1970.

Neal, L. Recreation's role in the rehabilitation of the mentally retarded. Eugene: University of Oregon, 1970.

Piers, M. (Ed.) Play and development. New York: W. W. Norton, 1972.

Robins, F., & Robins, J. Educational rhythmics for mentally and physically handicapped children. New York: Association Press, 1968.

Films

PAINTING IS LOVING. (21 min. 16 mm. Colour. Sound). Self-expression through art demonstrated by retarded children and young adults.

HI, LOOK US OVER. (23 min. 16 mm. Colour. Sound). Physical education and recreation for the retarded, featuring the Canadian Special Olympics held in Toronto, Ontario in June, 1969.

FLOOR HOCKEY. (17 min. 16 mm. Colour. Sound). An instructional film with excerpts from the Floor Hockey Tournament held in Toronto, Ontario in conjunction with the 1969 Canadian Special Olympics.

SUMMER. (23 min. 16 mm. Colour. Sound). A Canadian documentary demonstrating the ability of retarded children to participate in ordinary camping activities.

WINTER HEADWAY. (11 min. 16 mm. Colour. Sound). Excerpts from the filming of a ski travel exchange program in 1971, featuring retarded students from Quebec and British Columbia.

UNIT 9

HEALTH MAINTENANCE AND BASIC PHARMACOLOGY

9: Competencies

* Understand basic medical terminology, nomenclature, and medical recording procedures.
* Promote practices conducive to good health.
* Recognize illness and refer individuals for treatment.
* Administer medication under supervision.

9: Academic Content

- maintenance of good health
- nutrition in health and illness
- common communicable diseases
- physical disorders found in association with mental retardation
- administration of medication, safety considerations, etc.
- referral in the case of illness/special problems
- first aid and emergency procedures

9: Practical Content

* Observe and assist in general hospital, infirmary, clinic, nursing home, etc.
* Observe and assist in service settings where handicapped persons have medical problems, conditions requiring regular medication or treatment, or temporary ills.
* Project: Visit dietician or director of a residential or other facility in the community (e.g. general hospital, residential treatment centre, university residence). Report on the need for and the constituents of a regular balanced diet, special diets, etc.

9: Resources

Basic text(s) at discretion of instructor.

CURRICULUM GUIDE FOR LEVEL II

"....awareness is the precursor of environmental action.

Teaching environmental awareness differs from teaching ordinary subject matter. Information must be given on the connection between form and behaviour; furthermore, feelings of competence must be developed in order that the listener can believe that his own actions will make a difference. Information is best imparted through lectures and printed materials; feelings of competence derive from involvement in action."

Sommer, R. Design awareness. San Francisco: Rinehart Press, 1972. P.39.

LEVEL II CURRICULUM UNITS

10. The Principle of Normalization--More Applications

11. Specialization Area

12. Learning and Development

13. Independent Living Skills

14. Effective Communication

15. Teaching Strategies

16. Social Psychology

17. Programming and Behaviour Management

UNIT 10

THE PRINCIPLE OF NORMALIZATION--
MORE APPLICATIONS

10: Competencies

* Observe, record, analyze the normalizing and non-normalizing aspects of particular services for the mentally retarded.

* Define specific steps to be taken toward more normalizing situations within particular service settings in regard to training approaches, administration, the physical environment, etc.

* Apply normalization principles in the service area of specialization (preschool, residential, vocational, community services).

10: Academic Content

General

- ideal range of human services for the handicapped
- traditional and emerging patterns of service
- public education and parent education
- the trend towards integration
- human rights

Child Development

- counselling parents
- the handicapped infant in the family
- adoption/fostering of handicapped children
- early childhood services in an integrated setting

Residential

- segregated versus integrated settings
- components of a normative environment for the child, the adolescent, the adult

- typical developmental achievements of children, adolescents, adults

Vocational

- vocational training opportunities from sheltered employment to sheltered work stations in competitive employment through independent community employment

- vocational counselling and placement

Community Support Services

- significance of legislation in the habilitation of the handicapped

- the roles of various agencies (governmental, voluntary)

- the role of the individual (volunteer, guardian, advocate, consumer)

- service planning and utilization with a view to normalization, integration

10: Practical Content

* Students in Level II should spend a significant period (a number of days or weeks) in local service settings paying particular attention to the normalizing quality of the environment (community outreach, environmental limitations, etc.). They should be prepared to recommend concrete changes in the light of opportunities afforded, the rights of the handicapped, the physical environment, etc.

* Project: Investigate the rights of the average citizen (e.g. minimum wage, voting, property ownership, marriage). Do these apply to citizens who are mentally retarded?

10: Resources

Fritz, M., Wolfensberger, W., & Knowlton, M. An apartment living plan to promote integration and normalization of mentally retarded adults. Toronto: Canadian Association for the Mentally Retarded, 1971.

Government of Alberta. Operational plans for early childhood services. Edmonton: Author, March 1973.

Nirje, B. The normalization principle and its human management implications. In Kugel, R. B., & Wolfensberger, W. (Eds.) Changing patterns in residential services for the mentally retarded. Washington: President's Committee on Mental Retardation, 1969.

Ogg, E. Securing the legal rights of retarded persons. New York: Public Affairs Committee, May 1973. (Available in quantity at about 35¢ each. Write Public Affairs Pamphlets, 381 Park Avenue South, New York 10016, New York).

Swadron, B. Mental retardation, the law, guardianship. Toronto: National Institute on Mental Retardation, 1972.

Welch, R. Community living for the mentally retarded in Ontario: A new policy focus. Toronto: Government of Ontario, March 1973. (OR OTHER SIMILAR GOVERNMENTAL REPORT OF YOUR PROVINCE)

Williston, W. B. Present arrangements for the care and supervision of mentally retarded persons in Ontario. Toronto: Ontario Department of Health, August 1971. (OR OTHER SIMILAR GOVERNMENTAL REPORT OF YOUR PROVINCE)

Wolfensberger, W. The principle of normalization in human services. Toronto: National Institute on Mental Retardation, 1972.

Films

WHO SHOULD SURVIVE. (20 min. 16 mm. Colour. Sound). A controversial film which recreates and examines the death of an infant with Down's Syndrome who is denied a simple life-saving operation. Produced by the Kennedy Foundation at Johns Hopkins Hospital in 1971.

LIKE OTHER PEOPLE. (37 min. 16 mm. Colour. Sound). This film documents the marriage of two severely physically handicapped people living in a group home in Britain. Much of the narration is provided by the couple who comment on their needs for emotional, sexual and intellectual fulfilment in a society which does not seem to understand.

UNIT 11

SPECIALIZATION AREA

This unit has been divided into four distinct modules each focusing on a particular area of specialization. It is not intended that a Level II graduate be limited to a single service area for future employment, but rather that he will have the opportunity to focus on one area while at the same time cultivating a broad base of knowledge and competence relevant to several areas of service.

A Level II program offering one of the four specialization areas may use one of the following modules:

11a Child development services

11b Residential services

11c Vocational services

11d Community support services

Each of these modules contains specialized academic guidelines and recommends heavy practicum experience in the area of specialization. While each is directed toward the acquisition of specific competencies, the following general competencies apply to all four areas of specialization.

11: Competencies

* Understand and appreciate new developments in area of specialization.
* Apply new techniques in the area of specialization.
* Appreciate the ideal range of services in area of specialization.
* Appreciate the range of local and community services and the potential mobility of handicapped persons among these.
* Involve, advise and work with parents, relatives, friends and citizen advocates of handicapped persons.
* Encourage and use volunteers with a view to individualized programming in area of specialization.

UNIT 11a

SPECIALIZATION: CHILD DEVELOPMENT SERVICES

11a: Competencies

* Establish programs and learning situations which meet the needs of handicapped young people.

* Structure the physical environment for physical comfort, stimulus value, and aesthetic value.

* Develop a close working relationship with other local child development services such as preschools and day care centres.

11a: Academic Content

- the ideal range of child development services

- the actual range of child development services in the local community

- recent developments (e.g. developmental day care, integration of handicapped and non-handicapped children etc.)

- the functions of local voluntary associations in assisting new parents, organizing volunteers, monitoring services, etc.

- funding arrangements of generic child development services

- funding arrangements of special child development services

- optimal location/optimal size based on criteria of normalization and integration

- aesthetic considerations

- segregation versus integration

- socialization of the child within the family

- separation of the handicapped child from the home environment

- involvement and communication with parents

- normative group activities

- dramatic play, games, art, music, rhythm
- concept formation, language development
- gross and fine motor development
- sensory stimulation
- child/adult relationships
- peer modeling
- the development of self-concept, autonomy, self-help skills

11a: Practical Content

* Students should assist in various child development services (e.g. kindergartens, preschools and day care centres for normal and handicapped children) for an extended period of days, weeks or months. An effort should be made to fulfil other practicum requirements during placements in the student's area of specialization.

11a: Resources

Bereiter, C. & Engelmann, S. Teaching disadvantaged children in the preschool. Englewood Cliffs, N.J.: Prentice-Hall, 1966.

Canadian Council on Social Development. Day care: Report of a national study. Ottawa: Author, 1972.

Evans, E. B., Shub, B., & Winstein, M. How to plan, develop and operate a day care centre. Boston: Beacon Press, 1971.

Hodges, W. L. Diagnostic teaching for preschool children. Arlington, Va.: Council for Exceptional Children, 1971.

Kephart, N. C. & Chaney, C. M. Motoric aids to perceptual training. Columbus: Charles E. Merrill, 1968.

Robinault, I. P. (Ed.) Functional aids for the multiply handicapped. New York: Harper & Row, 1973.

Schattner, R. An early childhood curriculum for multiply handicapped children. New York: John Day, 1971.

Stanley, J. C. (Ed.) Preschool programs for the disadvantaged. Baltimore: Johns Hopkins Press, 1972.

Stevens, M. Observing children who are severely subnormal. London: Edward Arnold, 1968.

UNIT 11b

SPECIALIZATION: RESIDENTIAL SERVICES

11b: Competencies

* Exploit opportunities of family life situations to create and foster normal social development.

* Develop skills which permit increased independence.

11b: Academic Content

- life in a large institution

- recent developments/new approaches (e.g. apartment living, the trend away from institutionalization toward small residences in the community)

- segregation versus integration

- financial support of residential services (government, voluntary, private)

- the flexibility and normative aspects of leasing or buying existing houses (as opposed to new construction)

- environmental design/architectural considerations with a view to normative living environments

- optimal location/optimal size based on criteria of normalization and integration

- limitations/opportunities created by legislation (e.g. strict or unrealistic building codes, fire regulations)

- family dynamics and the creation of a home-like atmosphere

- opportunities for self-determination for the handicapped (e.g. maintaining a religious affiliation, personalizing one's room, developing hobbies and individual interests, etc.)

- constructive use of leisure time

- sense of responsibility and sharing of daily household tasks

- encouraging community involvement and participation

- routines for healthy living and growing (e.g. planning nutritious meals, care of clothing, grooming)

11b: Practical Content

* Students should assist in a number of residential settings (e.g. institutions, half-way houses, small group homes and community residences, boarding homes, treatment centres, nursing homes, etc.) for an extended period of days, weeks or months. An effort should be made to fulfil other practicum requirements during placements in the student's area of specialization.

11b: Resources

Baumeister, A., & Butterfield E. (Eds.) Residential facilities for the mentally retarded. Chicago: Aldine Press, 1970.

Blatt, B. Christmas in purgatory. Boston: Allyn and Bacon, 1966.

Flint, B. The child and the institution. Toronto: University of Toronto Press, 1966.

King, R. D. Patterns of residential care: Sociological studies in institutions for handicapped children. London: Routledge and Kegan Paul, 1969.

Kugel, R. B., & Wolfensberger, W. Changing patterns in residential services for the mentally retarded. Washington: President's Committee on Mental Retardation, 1969.

Morris, P. Put away. London: Routledge and Kegan Paul, 1971.

Rae-Grant, Q., & Moffat, P. Children in Canada: Residential care. Toronto: Canadian Mental Health Association, 1971.

Skelton, M. OAMR manual on community residences for the retarded. Toronto: Ontario Association for the Mentally Retarded, 1971.

UNIT 11c

SPECIALIZATION: VOCATIONAL SERVICES

11c: Competencies

* Exploit opportunities of work situations to create and foster normal social development.

* Contribute to the development of an individual's work skills and habits from sheltered through independent employment.

* Accept responsibility for organizing and operating workshop training programs to accommodate persons with various handicaps.

* Assist individuals in finding and keeping suitable community employment.

11c: Academic Content

- present employment patterns of handicapped persons and alternatives

- the psychology of work in Canadian society

- the sociology of work in Canadian society

- wages (financial incentives, culturally typical value, an aid to independent living)

- equal pay for equal work as a human right

- limitations/opportunities created by existing legislation

- vocational counselling and placement techniques

- analyses of various work settings

  a) sheltered employment
     - community contact
     - recruitment of contracts
     - rehabilitative function
     - benefits (social development, generic work skills, etc.)

  b) work stations within business and industry
     - integration aspect
     - benefits (internalization of cultural work ethic, heightened self-concept, normal peer models, etc.)

c) independent employment
- the dignity of independence
- the supportive services (e.g. counselling)

11c: Practical Content

* Students should assist in various vocational services (e.g. sheltered workshops, work stations in business and industry, placement centres, regular business and industry) for an extended period of days, weeks or months. An effort should be made to fulfil other practicum requirements during placements in the student's area of specialization.

11c: Resources

Barangay, B. The mentally handicapped adolescent. Oxford: Pergamon Press, 1971.

Canada Department of Manpower and Immigration. Directory of workshops in Canada serving the handicapped. Ottawa: Author, annual.

Katz, E. The retarded adult in the community. Springfield, Ill.: Charles C. Thomas, 1968.

Peterson, R. O., & Jones, E. M. Guide to jobs for the mentally retarded. (Rev. ed.) Pittsburgh: American Institute for Research, 1964.

Stahlecker, L. V. (Ed.) Occupational information for the mentally retarded: Selected readings. Springfield, Ill.: Charles C. Thomas, 1967.

Zaetz, J. L. Occupational activities training manual for severely retarded adults. Springfield, Ill.: Charles C. Thomas, 1969.

Zaetz, J. L. Organization of sheltered workshop programs for the mentally retarded adult. Springfield, Ill.: Charles C. Thomas, 1971.

Films

CLEAR GAIN. (23 min. National Film Board film strip, Colour. Sound). Vocational rehabilitation programs for retarded people with different degrees of mental handicap.

ORDINARY WORK. (30 min. 16 mm. Colour. Sound). Dr. Emmanuel Chigier's experimental project in Israel with severely retarded young men utilizing the peer group principle in training for agricultural work.

UNIT 11d

SPECIALIZATION: COMMUNITY SUPPORT SERVICES

11d: Competencies

* Assist parents, foster parents and others to develop and maintain self-help skills of handicapped individuals in the home setting.

* Exploit opportunities of the home situation to create and foster normal social development.

* Identify specific individual areas of need and assist parents and family in utilizing community support services to alleviate these.

11d: Academic Content

- the ideal range of community support services for the handicapped

- the actual range of community support services in the local community

- recent developments (e.g. citizen advocacy, pilot parent programs, financial assistance, etc.)

- the trend away from institutionalization toward community services--implications for the institutionalized individual

- finding, negotiating, creating appropriate community services or placements for handicapped persons

- parent and family counselling

- financial support available to services, parents, handicapped persons

- planning and arranging visits to community agencies and services

- agency liaison

- the role of local voluntary associations

- public contact/public relations

11d: Practical Content

* Students should assist in a number of community support services (e.g. local voluntary association offices, citizen advocacy offices, local social and welfare agencies as well as residences, schools, workshops) for an extended period of days, weeks or months. An effort should be made to fulfil other practicum requirements during placements in the student's area of specialization.

11d: Resources

Commission on Emotional and Learning Disorders in Children. One million children. Toronto: Canadian Association for the Mentally Retarded, Canadian Council on Children and Youth, Canadian Education Association, Canadian Mental Health Association, Canadian Rehabilitation Council for the Disabled, Canadian Welfare Council, and Dr. Barnardo's, 1970.

Fotheringham, J. & Skelton, M. The retarded child and his family. Toronto: Ontario Institute for Studies in Education, 1971.

Haywood, C. (Ed.) Socio-cultural aspects of mental retardation. New York: Appleton-Century-Crofts, 1970.

Swadron, B. Mental retardation, the law, guardianship. Toronto: National Institute on Mental Retardation, 1972.

Williston, W. B. Present arrangements for the care and supervision of mentally retarded persons in Ontario. Department of Health, 1971. (OR OTHER SIMILAR GOVERNMENTAL REPORT OF YOUR PROVINCE)

Wortis, J. Mental retardation: An annual review. New York: Grune & Stratton, annual.

Films

TRAINING THE MENTALLY RETARDED CHILD AT HOME. (17 min. National Film Board film strip. Colour. Recorded commentary).

THIS OLD HOUSE. (28 min. 16 mm. Black & White. Sound). The role of the volunteer in a local association is depicted. The majority of the filming was done in a Prince Edward Island workshop in Charlottetown.

UNIT 12
LEARNING AND DEVELOPMENT

12: Competencies

* Appreciate typical physical, cognitive and emotional developmental milestones as well as the typical rate of maturation over the life span.

* Identify deviations in development from normal patterns.

* Compensate developmentally handicapped persons for limitations and deficiencies (e.g. increase mobility, provide sensory stimulation etc.).

* Assist individuals to work towards the achievement of developmental skills normative for their age-peer groups.

12: Academic Content

- historical background to theories of learning and development
- maturation and learning (normal and abnormal)
- developmental stages and the developmental process (Freud, Erikson, Montessori, Piaget)
- function of play in development
- development of language
- development of autonomy
- sex-typing
- sex education
- development of self-concept
- adjustment to peers
- the peer as a behavioural model
- concepts of intelligence and intelligence testing
- assessment of functioning levels
- mistakes and pitfalls in tests and assessments

- variations in development and individual differences
- sexual maturity and parenting
- the association of mental retardation with physical handicaps
- problems of the aged

12: Practical Content

* Students should assist in a number of settings involving persons of different ages and at different developmental stages and functioning levels.
* Project: Describe the functioning level of a particular handicapped individual. Define areas of deviation from 'typical' development of an age-peer. Suggest techniques for maximizing this individual's behavioural repertoire. Suggest techniques for compensating this individual for certain limitations.

12: Resources

Aronfreed, J. (Ed.) Developmental psychology today. Del Mar, California: CRN Books, 1971.

Bowley, A. H. & Gardner, L. G. The handicapped child: Educational and psychological guidance for the organically handicapped. (3rd ed.) Edinburgh: Churchill Livingstone, 1972.

Cruickshank, W. Psychology of exceptional children and youth. (3rd ed.) Englewood Cliffs, N.J.: Prentice-Hall, 1971.

Illingsworth, R. S. The development of the infant and the young child, normal and abnormal. (5th ed.) Edinburgh: Churchill Livingstone, 1972.

Piers, M.(Ed.) Play and development. New York: W. W. Norton, 1972.

Robinson, H. B. & Robinson, N. M. The mentally retarded child: A psychological approach. New York: McGraw-Hill, 1965.

UNIT 13

INDEPENDENT LIVING SKILLS

13: Competencies

* Develop rapport and provide personal counselling with mentally retarded adolescents and adults.

* Encourage independence of thought and behaviour and a sense of responsibility for personal actions, property, etc.

* Assume the roles of teacher and behavioural model in the performance of daily housekeeping tasks and home maintenance, cooking, grooming, etc.

* Educate and sensitize individuals to observe basic rules of safety in daily living.

* Assist individuals to manage leisure time.

13: Academic Content

- travelling (using different modes of public transportation)
- driver education, elementary care of an automobile, etc.
- furnishing and decorating rooms
- choice and care of fabrics
- proficiency in cooking and serving meals
- purchase and care of clothing, other personal belongings
- laundry and dry cleaning
- budgeting and accounting
- fire precautions and standard emergency procedures
- obtaining medical checkups
- development of social activities (e.g. joining church groups, Boy Scouts, YMCA, Weight Watchers, individual dating, etc.)
- physical exercises designed for specific purposes
- following written instructions (e.g. cooking directions, product labels)

- health routines (e.g. proper diet, sleep, personal hygiene)

- personal appearance (e.g. normative hair styles, dress, gait, etc.)

13: Practical Content

* Participate and assist in community residences, half-way houses, hostels, apartments, boarding homes, secondary school programs, citizen advocacy offices, and other settings which support handicapped people in living as independently as possible.

* Work within community agency or assist social worker or counsellor in supportive counselling and guidance of handicapped persons.

* Assist handicapped people to develop independent work skills in vocational training and/or placement centres.

13: Resources

Basic text on housekeeping, budgeting, home maintenance to be recommended by instructor.

Other texts as appropriate.

Ontario Association for the Mentally Retarded. Education for the living: A curriculum for life experience training. Toronto: Author, 1972.

UNIT 14

EFFECTIVE COMMUNICATION

14: Competencies

* Listen to and communicate effectively with a variety of persons (e.g. handicapped persons, their parents and relatives, social workers, therapists, teachers, friends, citizen advocates, etc.).

* Make effective use of a number of media for communication: written, verbal, pictoral, symbolic, audio-visual, etc.

14: Academic Content

- the interdisciplinary nature of a systems approach to human services
- interdisciplinary co-operation and teamwork
- communication between team members
- positive and negative effects of personnel co-operation and communication
- effective oral communication
- effective written communication
- organization of files, records
- essentials of history taking
- interviewing techniques
- non-verbal communication
- basic principles of counselling
- use of audio-visual aids

14: Practical Content

* Conduct and make written records of interviews with fellow students.

* Conduct and make written records of interviews with handicapped persons and/or family members.

* Test proficiency in using audio-visual aids.

14: Resources

Basic text on interpersonal communication to be recommended by instructor.

Johnson, D. W. Reaching out. Englewood Cliffs, N.J.: Prentice-Hall, 1972.

Vargas, J. S. Writing worthwhile behavioural objectives. New York: Harper & Row, 1972.

UNIT 15

TEACHING STRATEGIES

15: Competencies

* Develop rapport with handicapped persons of all ages and establish effective teaching relationships.

* Maximize learning opportunities for the handicapped by making use of everyday situations to teach specific skills and behaviours.

* Assist individuals to be aware of their own behaviour and to set behavioural goals for themselves.

* Function effectively in didactic encounters with handicapped persons in school, work or residential settings.

15: Academic Content

- historical perspective on methods used in the education of the handicapped (e.g. Itard, Seguin, Montessori, Kephart)
- the development of teacher-student rapport
- principles and methodology of precision teaching
- the use of concrete materials
- the use of repetitive and drill techniques
- perceptual motor training
- task simplification
- responsive environments
- art and music as media for teaching
- audio-visual techniques in teaching

15: Practical Content

* Assist and participate on an individual and group basis in regular preschool, elementary and secondary school classroom programs.

* Assist and participate on an individual and group basis in preschool, elementary and secondary classes for the handicapped (deaf, blind, physically handicapped, mentally retarded, emotionally disturbed, perceptually handicapped).

* Assist and participate in on-going precision teaching or behaviour modification program.

15: Resources

Ball, T. S. Itard, Seguin and Kephart: Sensory education. Columbus: Charles E. Merrill, 1971.

Canadian Committee of the Council for Exceptional Children. Standards for educators of exceptional children. Toronto: National Institute on Mental Retardation, 1971.

Dunn, L. Exceptional children in the schools. (2nd ed.) Toronto: Holt, Rinehart & Winston, 1973.

Kolstoe, O. P. Mental retardation: An educational viewpoint. New York: Holt, Rinehart & Winston, 1972.

Kunzelman, H. P. (Ed.) Precision teaching. Seattle: Special Child Publications, 1970.

Molloy, J. Trainable children: Curriculum and procedures. (2nd ed.) New York: John Day, 1972.

Orem, R. C. Montessori and the special child. New York: Capricorn Books, 1969.

Waite, K. B. The educable mentally retarded child. Springfield, Ill.: Charles C. Thomas, 1971.

Waite, K. B. The trainable mentally retarded child. Springfield, Ill.: Charles C. Thomas, 1972.

Films

ONE AND TWO AND THREE. (15 min. 16 mm. Colour. Sound). A teaching aid presenting number concepts and counting skills.

AIDS FOR TEACHING THE MENTALLY RETARDED. (38½ min. 16 mm. Colour. Sound). A series of five films cover the following areas: a) motor training, b) initial perceptual training, c) advanced perceptual training, d) integrated motor-perceptual training, e) workshop.

UNIT 16
SOCIAL PSYCHOLOGY

16: Competencies

* Understand the dynamics of small and large groups in society.

* Appreciate the development of services for the handicapped as a part of societal change.

* Demonstrate commitment to the process of positive change on behalf of handicapped individuals.

16: Academic Content

- structure of society

- group norms, mores, values

- implications of stratification in society

- society's concept of deviant groups--historical and contemporary

- familial and non-familial groups

- the family of the handicapped child

- attitude formation and attitude change

- group pressures

- the worker as change agent

- strategies for social change (e.g. persuasion, confrontation, etc.)

16: Practical Content

* Project: Document limiting or segregating aspects of local services for the handicapped. Trace a politically feasible route toward positive change (e.g. meet with administrator or staff of service involved, circulate petition, write letters to editor of local newspaper, become member of Board to service, join citizen action group, etc.).

* Project: Attend a meeting of a relevant local voluntary association and report on group dynamics involved. How was action initiated? Was nothing accomplished? Why? Is the group trying to be a change agent in the community? Is it successful?

16: Resources

Basic social psychology text to be recommended by instructor.

Adams, M. Mental retardation and its social dimensions. New York: Columbia University Press, 1971.

Adams, M. & Lovejoy, H. (Eds.) The mentally subnormal: Social work approaches. (2nd ed.) Trowbridge, England: William Heinemann, 1972.

Farber, B. Mental retardation: Its social context and social consequences. Boston: Houghton, Mifflin, 1968.

McMichael, J.K. Handicap: A study of physically handicapped children and their families. London: Staples Press, 1971.

Schreiber, M. (Ed.) Social work and mental retardation. New York: John Day, 1970.

UNIT 17

PROGRAMMING AND BEHAVIOUR MANAGEMENT

17: Competencies

* Observe, identify and record specific behaviour sequences/problems.

* Analyze behavioural tasks into their simple components and assist handicapped individuals in achieving mastery of these components.

* Initiate programs to elicit and/or maintain positive behaviours of individuals.

* Carry out behaviour modification programs for specific individuals.

17: Academic Content

- precision teaching/precision management

- principles of behaviour modification applied to daily living

- task analysis/task simplification

- identification, management, evaluation of specific behaviours

- maintaining behavioural records

- significant persons in the environment as behavioural models

- programming according to a heirarchy of needs

- self-actualization and self-fulfilment

- ultimate goals for programming (socially acceptable behaviours, motivation of the individual, sense of achievement, greater independence)

17: Practical Content

* Assist in the design and operation of behaviour modification or precision teaching programs in residential, school or work settings.

17: Resources

Gardner, W. I. Behaviour modification in mental retardation. Chicago: Aldine-Atherton, 1971.

Skinner, B. F. Beyond freedom and dignity. New York: Knopf, 1971.

Thompson, T. & Grabowski, J. Behaviour modification of the mentally retarded. New York: Oxford University Press, 1972.

Ullman, L. P. (Ed.) Case studies in behaviour modification. New York: Holt, Rinehart & Winston, 1965.

Films

REINFORCEMENT THERAPY. (45 min. 16 mm. Black & White. Sound). A film showing the application of reinforcement therapy techniques in the treatment of psychotic children, retarded children and schizophrenic adults with regressive behaviour.

TOKEN GESTURE. (23 min. 16 mm. Colour. Sound). Describes the operant conditioning program involving severely retarded girls at the Manitoba Training School in Portage la Prairie.

APPENDIX A

Information Sources in Mental Retardation

National

Institut National Canadien-Français
pour la Déficience Mentale
Campus de l'Université du Québec à Montréal
Pavillon Read
Room 9245, 450 Ouest rue Lagauchetière
Montréal 111, Québec

National Institute on Mental Retardation
Kinsmen NIMR Building
York University
4700 Keele Street
Downsview, Ontario, M3J 1P3

Provincial

Alberta Association for the Mentally Retarded
9908-109th Street
Cowley Building
Edmonton, Alberta, T5K 1H5

British Columbia Association for the Mentally Retarded
221-119 West Pender Street
Vancouver 3, British Columbia

Canadian Association for the Mentally Retarded
Manitoba Division
45-825 Sherbrook Street West
Winnipeg 2, Manitoba, R3A 1M5

Canadian Association for the Mentally Retarded
New Brunswick Division
188 Gordon Street
Moncton, New Brunswick

Newfoundland Association for the Help of Retarded
Children
P.O. Box 5041
4 Patrick Street
St. John's, Newfoundland

Canadian Association for the Mentally Retarded
Nova Scotia Division
The Newman Centre
2070 Windsor Street
Halifax, Nova Scotia

Ontario Association for the Mentally Retarded
1376 Bayview Avenue
Toronto 352, Ontario, M4G 3A3

Canadian Association for the Mentally Retarded
Prince Edward Island Division
45 Fitzroy Street
Charlottetown, Prince Edward Island

Quebec Association for the Mentally Retarded
Room 306
5890 Monkland Avenue
Montreal 261, Quebec

Saskatchewan Association for the Mentally Retarded
103 Central Chambers
219-22nd Street, East
Saskatoon, Saskatchewan, S7K 0G4